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YOUTH MASTER PLAN BRIEFING BOOK

What is the briefing book and how was it used in developing the Youth Master Plan?

The following briefing provides resources from community conversations, historical planning efforts, existing strategic plans, and reports from youth-facing organizations. In October 2020, *Working Group* members used the briefing book to inform solutions-building.

What are the contents of the Briefing Book?

There is a section for each Youth Master Plan category. Each section contains two category-specific tables:

- Community Conversations: Age-Specific Insights per Youth Master Plan Category (*purple*)
- Document Review: Strategic Recommendations per Youth Master Plan Category (*blue*)

Click the links below to jump to a specific Youth Master Plan Category

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Additional documents referenced in the Youth Master Planning process, not listed in the tables below:

- [Goals for a Child Friendly New Orleans](#) produced by Arup, Mayor's Office of Youth and Families, PlayBuild, Tulane University; November 2019
- [The City of New Orleans Alliance for Human Services Strategic Plan: Building a Children's Services Collaborative](#) produced by the City of New Orleans Alliance for Human Services; August 1999

HEALTH & WELL-BEING

(1) Community Conversations: Age-Specific Insights on Health & Well-Being

Context: These ideas were sourced from six community conversations, asking: “What does success look like for New Orleans children & youth within these specific developmental stages?” and “How Do We Get to Success for New Orleans Children?”

| <i>What Success Looks Like (As Defined in Community Conversations)</i> | <i>Strategies for Achieving Success (As Identified in Community Conversations)</i> |
|--|---|
| Developmental Stage Birth-5 | |
| <ul style="list-style-type: none"> ● <i>Learned health habits</i> ● <i>Access to quality care</i> ● <i>Language development & acquisition</i> ● <i>Developing gross & fine motor skills</i> ● <i>Developing emotional intelligence</i> ● <i>Positive peer interactions</i> ● <i>Present, loving caregiver</i> | <ul style="list-style-type: none"> ● <i>Laughing & playing with friends</i> ● <i>Getting the needed medical shots</i> ● <i>Really great society-wide sex ed so that kids are only born into prepared & willing families</i> ● <i>Self-care resources for new parents</i> ● <i>Less use of technology & more time for children to be social</i> ● <i>Having a teaching area for little people to go and learn about health</i> |
| Developmental Stage 6-10 | |
| | <i>See next page</i> |

| | |
|---|---|
| <ul style="list-style-type: none"> • <i>Access + accessibility to resources</i> | <ul style="list-style-type: none"> • <i>Affordable health care so that kids can get the shots they need</i> • <i>A strong & supportive social circle of peers & adults</i> • <i>Good household & community environments where stress doesn't fall on young children</i> • <i>Social-emotional learning practices embedded throughout the school day with instructional teaching</i> • <i>Outdoor space</i> • <i>Allocate equitable resources to families</i> • <i>Being able to go out with friends & go on adventures</i> • <i>Things for youth to do such as more playgrounds & the police making sure that nothing happens to them</i> • <i>Free/affordance health care for all</i> • <i>Access to healthy, nutritious affordable foods in their neighborhood (food deserts)</i> |
| <p>Developmental Stage 11-14</p> | |
| <ul style="list-style-type: none"> • <i>Access to relevant/responsive mental health resources</i> • <i>Sense of community</i> | <ul style="list-style-type: none"> • <i>Safely updating schools & systems amidst COVID-19</i> • <i>Access to counselors who keep their info confidential unless detrimental to their health</i> • <i>Access to doctor private appointments in which they don't have to share details with their parents</i> • <i>Empathy, attention, validation, a listening ear</i> • <i>Nurses at schools that also do health education</i> • <i>Ensure culturally appropriate mental health options</i> • <i>Psychological counselors at schools to assist with daily social issues</i> • <i>Trauma affects many- when triggered, space for composing self, bring self back after reflection time to gather & return when settled- space to find your way back & being accepted to take that time & space-without suffering risk for this need</i> |



| Developmental Stage 15-19 | |
|---|---|
| <ul style="list-style-type: none"> ● <i>Access + accessibility to resources</i> ● <i>Mentorship + support system</i> ● <i>Building relationships & expanding peer network</i> ● <i>Comfort navigating & expressing emotions</i> | <ul style="list-style-type: none"> ● <i>Supports for community health services/programs</i> ● <i>Stop cookie-cutter mental health solutions</i> ● <i>Multiple counselors in & out of schools</i> ● <i>Funding counselors & social workers</i> |
| Developmental Stage 20-24 | |
| <ul style="list-style-type: none"> ● <i>Positive mentors</i> ● <i>Peer support</i> ● <i>Diverse problem-solving support group</i> | <ul style="list-style-type: none"> ● <i>Be able to create separate environment to heal & advance own well-being</i> ● <i>Access to affordable health care</i> ● <i>Health insurance, dental & vision</i> ● <i>Mechanisms for how financial systems work are included in broader process of civics education= tools for financial, civic, literacy, etc & accessed universally for youth</i> ● <i>Food drives to feed people (in school, home, community)</i> ● <i>Check in on sleeping conditions (cool air, good rest)</i> ● <i>Clothes- buy Jordans for people</i> ● <i>Healthy food options in food deserts (everywhere)</i> |

For a deeper dive into community insights, see raw survey data compiled [here](#).



(2) Document Review: Strategic Recommendations

Below is a summary of strategies related to **Health & Well-Being** that have been pulled from strategic plans and reports of other youth-related organizations in New Orleans.

| Source | Strategies |
|--|---|
| <p>New Orleans Health Department New Orleans Community Health Assessment</p> | <ul style="list-style-type: none"> • <i>Redefine stigmas surrounding mental illness and substance abuse,</i> • Consistent healthcare coverage, • Addressing populations with increased barriers to care due to language, income, or incarceration p. 46; • Using technology to enhance/increase access to care p. 46 & p. 51 and for self-monitoring/opportunities for increased health awareness p.56 |
| <p>City of New Orleans Forward Together New Orleans Transition Report</p> | <ul style="list-style-type: none"> • <i>Assess physical and language accessibility of services p.80;</i> • <i>Determine extent to which city's Behavior Health Plan has been implemented with particular attention to youth p.81;</i> • <i>Identify funding sources that sustain mental health and substance abuse services p.82;</i> • Expand discrimination related data p.84; • <i>Promote LGBTQ inclusive healthcare p.85;</i> • <i>Engage in resource mapping of health, social, and human services p.87;</i> • <i>OPSB and NO Health Dept should establish school health clinics p.90;</i> • electronic resource that promotes NORDC and NOPL offerings p.92 |
| <p>Children & Youth Planning Board (CYPB) Called to Care</p> | <ul style="list-style-type: none"> • <i>Offer cross-sector, city-wide trainings on the causes, prevalence, and impact of trauma a well alignment of policies and practices with trauma-informed principles p.51;</i> • <i>Require health facilities screen for trauma p.53</i> |



| | |
|---|---|
| <p>Agenda for Children <u>A Roadmap to Improve Wellbeing for Children in Louisiana</u></p> | <ul style="list-style-type: none"> ● <i>Improve women's healthcare,</i> ● <i>Expand access to family planning,</i> ● <i>Identify women who are high risk for preterm births,</i> ● <i>Remove the 5-year waiting period for lawfully residing immigrant children to become eligible for Medicaid,</i> ● Publicize data on <i>the adequacy of Medicaid and LaCHIP coverage.</i> ● <i>Research shows when parents have access to Medicaid their children are more likely to get coverage as well.</i> |
| <p>Greater New Orleans Foundation (GNOF) <u>New Orleans School Partnership Study</u></p> | <ul style="list-style-type: none"> ● Connect service providers with schools <i>(existing organizations are only able to serve about 1/3 of students)</i> |
| <p>United Way <u>United Way Blueprint for Prosperity</u></p> | <ul style="list-style-type: none"> ● Address barriers to wellbeing <i>such as lack of insurance and quality healthcare.</i> ● <i>Policy agenda has included Medicaid expansion, high quality early child care, and expanded coverage for 211</i> |
| <p>New Orleans Youth Alliance <u>New Orleans Youth Alliance Strategic Plan 2018-2021</u></p> | <ul style="list-style-type: none"> ● <i>Setting youth org program quality and effectiveness standards (YPQI) p.8;</i> ● Directory of youth-serving orgs p. 10 |
| <p>Housing Nola <u>10 Year Strategy and Implementation Plan</u></p> | <ul style="list-style-type: none"> ● Promote partnerships <i>between housing developers and community service providers to create programs beyond housing p.93</i> |
| <p>Louisiana Center for Children's Rights (LCCR) <u>Justice for Every Louisiana Child</u></p> | <ul style="list-style-type: none"> ● <i>Expanding LCCR's internal service provider directory and use of partner agreements to connect young people more effectively with needed services;</i> ● <i>Building a citywide coalition of stakeholders and youth-serving organizations that are committed to reform p.32</i> |

SPACE & PLACE

(I) Community Conversations: Age-Specific Insights on Space & Place

Context: These ideas were sourced from six community conversations, asking: “What does success look like for New Orleans children & youth within these specific developmental stages?” and “How Do We Get to Success for New Orleans Children?”

| <i>What Success Looks Like (As Defined in Community Conversations)</i> | <i>Strategies for Achieving Success (As Identified in Community Conversations)</i> |
|---|--|
| Developmental Stage Birth-5 | |
| <ul style="list-style-type: none"> • Access to quality healthcare • Outdoor recreation areas • Safe spaces to express emotions • Belonging to environment conducive to identity development • Opportunities for play | <ul style="list-style-type: none"> • Having parents or a guardian who are there for the child • For kids who are in foster care helping them to get adopted because this is a primal age for adoption • Community environments in the outdoors- green spaces all over the city! |
| Developmental Stage 6-10 | |
| | <i>See next page</i> |

| | |
|---|---|
| <ul style="list-style-type: none"> • Creative expression • Access & accessibility to resources • Explores new activities | <ul style="list-style-type: none"> • Have areas such as parks or playgrounds where kids can run around & play • Affordable recreational centers • Outdoor space • Exposure to new experiences- take people outside of comfort zones • Teachers build a friendly environment at school where children get along • An abundance of well maintained green spaces, & places that allow young people to explore & be creative • Free, safe, high-quality childcare • Provide affordable, high-quality housing to locals • Free/affordable health care for all |
| <p>Developmental Stage 11-14</p> | |
| <ul style="list-style-type: none"> • Extra-curricular & out-of-school activities & spaces for enjoyment • Exposure to positive things & people to offset negative balance • Sense of community • Space for youth voices to be heard by adults | <ul style="list-style-type: none"> • Non-discriminatory spaces & support groups that give children the space to talk about their ideas, thoughts & experiences • Free hang out spots/open community events such as carnivals etc. • Youth safe space (no adults allowed) • Youth designated areas & spaces where young people can be young people • Community gardens in all schools |
| <p>Developmental Stage 15-19</p> | |
| <ul style="list-style-type: none"> • Opportunity to navigate the world, define themselves, explore their passions & make mistakes | <ul style="list-style-type: none"> • Online communities that are safe/aligned with your ideals |

| Developmental Stage 20-24 | |
|---|---|
| <ul style="list-style-type: none"> ● <i>Public access to resources for entrepreneurship</i> ● <i>Access to social capital to help solve problems when needed</i> ● <i>Knowledge & utilization of available resources</i> | <ul style="list-style-type: none"> ● <i>Office/living space to create, grow & thrive</i> ● <i>Individual actions-qualities & strengths rather than wanting all to be or need the same</i> ● <i>Access to social spaces that provide multiple purpose uses- learning & play</i> ● <i>Sense of education/agency regarding the reality of their physical environment- be apart of addressing issues</i> ● <i>Counseling for young people (safe place to be authentic & vulnerable)</i> ● <i>Enough space & time for group counseling</i> |

For a deeper dive into the community insights, see the summary of community conversations here and raw survey data [here](#).

(2) Document Review: Strategic Recommendations

Below is a summary of strategies related to **Space & Place** that have been pulled from strategic plans and reports of other youth-related organizations in New Orleans.

| Source | Strategies |
|--|--|
| <p>New Orleans Health Department New Orleans Community Health Assessment</p> | <ul style="list-style-type: none"> • Development, quality control, and proper maintenance of public housing, • Providing adequate public transportation that does not limit mobility, • Thinking long-term about how the city’s infrastructure can adapt to the changing climate and population to effectively serve and protect residents p.49; • Increase in spaces for physical activity, specifically: bike lanes, green space and NORD facilities p.53 |
| <p>City of New Orleans Forward Together New Orleans Transition Report</p> | <ul style="list-style-type: none"> • City can serve as inspiration for green infrastructure projects (playgrounds, streetscapes) p. 24; • Improve transit access including in N.O. East and Algiers p.31; • Walking, biking, transit networks that integrate/connect people to food, jobs, community centers, parks, schools, etc p.32; • Allow all ages to safely reach destinations by bike p.36; • Increase funding for affordable housing, stem gentrification, improve rental habitability p.66-67; • Address blight p.70; • Assist neighborhoods in creating neighborhood associations to create effective communication between city and neighborhoods p. 73; • Neighborhood-level investments around grassroots culture and creative practices p.114 |
| <p>Children & Youth Planning Board (CYPB) Called to Care</p> | <ul style="list-style-type: none"> • Improve quality of neighborhood/public spaces to prevent violence and divestment, • Restore code enforcement to reduce blight, • Cost district specific information sharing meetings, • Plan for resources according to where youth live, • Add more developmentally appropriate opportunities for fun as defined by youth p. 49; • Allow for engagement and outreach opportunities in these places p. 50 |



| | |
|---|---|
| <p><i>Agenda for Children</i> <u>A Roadmap to Improve Wellbeing for Children in Louisiana</u></p> | <ul style="list-style-type: none"> ● Dedicated funding source for affordable housing, ● Establish longer affordability requirements for housing subsidy programs, ● Leverage data to inform where resources are, ● Affordable/reliable public transportation |
| <p><i>Housing Nola</i> <u>10 Year Strategy and Implementation Plan</u></p> | <ul style="list-style-type: none"> ● Preserve existing and expand the total supply of affordable rental and home ownership opportunities p.91; ● Create new neighborhood amenities such as community gardens, playgrounds, and pocket parks p.93; ● More transit opportunities p.93 |

SAFETY & JUSTICE

(I) Community Conversations: Age-Specific Insights on Safety & Justice

Context: These ideas were sourced from six community conversations, asking: “What does success look like for New Orleans children & youth within these specific developmental stages?” and “How Do We Get to Success for New Orleans Children?”

| <i>What Success Looks Like (As Defined in Community Conversations)</i> | <i>Strategies for Achieving Success (As Identified in Community Conversations)</i> |
|--|--|
| Developmental Stage Birth-5 | |
| <ul style="list-style-type: none"> • Free from punishment | <ul style="list-style-type: none"> • Safe preschool and daycares • Legal system policies that impact parents- keeping parents around • Family support • Dissolving alternative schools |
| Developmental Stage 6-10 | |
| | See next page |

| | |
|--|--|
| <p>Note: The community conversations did not yield additional definitions of success for this YMP area for this age group.</p> | <ul style="list-style-type: none"> • Strategy to better form positive adult-youth connections • Police are not in schools or called to intervene in discipline issues • Young children should trust law enforcement, they should know that there are community members there to protect them • Liberatory / restorative model for justice • The police making sure that nothing happens to them when in certain spaces • Treat kids like kids, regardless of race or identity • Adults model social emotional skills, strategies, tools |
| <p>Developmental Stage 11-14</p> | |
| <ul style="list-style-type: none"> • Exposure to positive things & people to offset negative balance | <ul style="list-style-type: none"> • Less strict & unfair disciplinary actions & more outlets for children to be emotional & relieve stress • Restorative justice circles led by youth • Community "policing" • Replace all cops at schools w/mental health/guidance counselors |
| <p>Developmental Stage 15-19</p> | |
| <ul style="list-style-type: none"> • Ability to navigate New Orleans without fear • Ability to defend themselves from harm | <ul style="list-style-type: none"> • Abolish prisons & juvenile facilities |

| <i>Developmental Stage 20-24</i> | |
|---|--|
| <ul style="list-style-type: none">• <i>Ability to walk streets without fear of incarceration</i>• <i>Opportunities to succeed widely</i> | <ul style="list-style-type: none">• <i>Policies at city/state level to enhance safety/quality of life</i>• <i>Second line orgs set up in a way to support young people</i>• <i>Basic political power</i>• <i>Hiring people to patrol neighborhoods to keep people safe and able to rest, relax, feel safe</i> |

For a deeper dive into the community insights, see the summary of community conversations here and raw survey data [here](#)



(2) Document Review: Strategic Recommendations

Below is a summary of strategies related to **Safety & Justice** that have been pulled from strategic plans and reports of other youth-related organizations in New Orleans.

| Source | Strategies |
|---|---|
| <p>New Orleans Health Department New Orleans Community Health Assessment</p> | <ul style="list-style-type: none"> • Criminal system facilitates and perpetuates racial inequities through mass incarceration of residents of color and mandatory minimum sentencing laws which keep those residents incarcerated for longer than in other states p.48; • Conversations on race related to criminal system, • Reform OPP policies and funding, • Coordinate re-entry care p.54 (though does not specifically address OPJC) |
| <p>City of New Orleans Forward Together New Orleans Transition Report</p> | <ul style="list-style-type: none"> • Provide ongoing civil rights training to NOPD p.48; • Mentions over-incarceration of youth and policies to reduce inequities such as Raise the Age p.56; • Hire a juvenile justice policy advisor to keep high risk youth in the community and advise investment in alternatives to detention p.57 |
| <p>Children & Youth Planning Board (CYPB) Called to Care</p> | <ul style="list-style-type: none"> • Establish alternatives to incarceration and opportunities to understand the “why” of the negative action p.47 |
| <p>Agenda for Children A Roadmap to Improve Wellbeing for Children in Louisiana</p> | <ul style="list-style-type: none"> • Continuity of education for child in the juvenile system |



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|---|---|
| <p>United Way <u>United Way Blueprint for Prosperity</u></p> | <ul style="list-style-type: none"> • Using decreased rates of conviction as measurement of progress; • Mentions 7,000 violent crimes are being committed in SE LA every year but stops short of directly connecting crime to other root causes mentioned |
| <p>Louisiana Center for Children's Rights (LCCR) <u>Justice for Every Louisiana Child</u></p> | <ul style="list-style-type: none"> • Providing juvenile record expungement resources and hosting community clinics to assist youth in removing civil legal barriers p.18; • Improving our model of holistic juvenile defense p.20; • Building a statewide coalition of justice-system stakeholders and youth-serving organizations to support decarceration, • Advocating for improved and standardized training for juvenile justice system stakeholders, • Assembling and regularly updating a data dashboard to educate stakeholders and the public on juvenile justice successes and areas for improvement p.29; • Reduce the number of children under the age of 18 who are prosecuted in the criminal justice system p.31 |

ECONOMIC STABILITY

(1) Community Conversations: Age-Specific Insights on Economic Stability

Context: These ideas were sourced from six community conversations, asking: “What does success look like for New Orleans children & youth within these specific developmental stages?” and “How Do We Get to Success for New Orleans Children?”

| <i>What Success Looks Like (As Defined in Community Conversations)</i> | <i>Strategies for Achieving Success (As Identified in Community Conversations)</i> |
|--|--|
| <i>Developmental Stage Birth-5</i> | |
| <ul style="list-style-type: none"> • Access to quality healthcare | <ul style="list-style-type: none"> • Families that have jobs that can support the child: ensuring families have living wages <ul style="list-style-type: none"> ◦ Living wages so parents can afford caring for their kids • Family support • Workforce development policies that help parents working more than one job • Partnerships between school and banking systems |
| <i>Developmental Stage 6-10</i> | |



| | |
|---|--|
| <p><i>Note: The community conversations did not yield additional definitions of success for this YMP area for this age group.</i></p> | <ul style="list-style-type: none"> ● <i>Affordable schooling</i> ● <i>Affordable health care</i> ● <i>Affordable extracurriculars</i> ● <i>Financial stability</i> ● <i>Allocate resources to families</i> ● <i>Opportunity to try what you want to try</i> ● <i>Both or one legal guardian has a stable job to provide for the child</i> ● <i>Free, safe, high-quality child care</i> ● <i>More accessibility/adaptability when it comes to government assistance/benefits</i> |
| <p>Developmental Stage 11-14</p> | |
| <p><i>Note: The community conversations did not yield additional definitions of success for this YMP area for this age group.</i></p> | <ul style="list-style-type: none"> ● <i>Teach & build credit</i> ● <i>Life skills courses for everyone*</i> ● <i>Career days, finances knowledge, how to invest</i> ● <i>Stimulus package for children & youth based on household income</i> ● <i>Apprenticeship opportunities, tangible & applicable skills incorporated in early learning</i> ● <i>Allow New Orleans to raise the minimum wage (thru state legislature)</i> |
| <p>Developmental Stage 15-19</p> | |
| <p><i>Note: The community conversations did not yield additional definitions of success for this YMP area for this age group.</i></p> | <ul style="list-style-type: none"> ● <i>Divesting from policing & incarceration + invest into progressive resources</i> ● <i>Stipend for attending high school!</i> ● <i>Bring back trade schools, with new disciplines developed by youth</i> ● <i>Wifi accessibility (free wifi for all)*</i> ● <i>Equity based economic models</i> ● <i>Investments in local businesses</i> |



| Developmental Stage 20-24 | |
|--|---|
| <ul style="list-style-type: none"> ● <i>Security when times are hard & out of control</i> ● <i>Access to financial capital to give youth a fiscal chance</i> ● <i>Access to social capital</i> ● <i>Financially literate</i> | <ul style="list-style-type: none"> ● <i>Better access to nutritious foods</i> ● <i>Access to quality jobs, afford to live comfortable in NOLA</i> ● <i>City/state attract living wage & jobs</i> ● <i>Youth version of stimulus/unemployment insurance</i> ● <i>Clarity/access to career training & employment</i> ● <i>Livable wages</i> |

For a deeper dive into the community insights, see the summary of community conversations here and raw survey data [here](#).



(2) Document Review: Strategic Recommendations

Below is a summary of strategies related to **Economic Stability** that have been pulled from strategic plans and reports of other youth-related organizations in New Orleans.

| Source | Strategies |
|---|--|
| <p>New Orleans Health Department <u>New Orleans Community Health Assessment</u></p> | <ul style="list-style-type: none"> • Advocates for a decrease in Black male unemployment, • Increase in jobs in higher paying sectors, • More job training opportunities, and • Increase in minimum wage p.52 |
| <p>City of New Orleans <u>Forward Together New Orleans Transition Report</u></p> | <ul style="list-style-type: none"> • Create pathways for disadvantaged contractors and job seekers in the green sector (including training, paid apprenticeships, and obtaining employment/contracts) p.29; • Improve transit (which must include Jefferson and St. Bernard Parishes) to improve job access p.32 & 34; • Ensure career and technical assistance training for all students p.90 by partnering with OPSB, Delgado, high schools, and the New Orleans Career Center p.112; • Cultural and Creative Master Plan that encompasses creative industries p.114; • Increase inclusion of entrepreneurs of color in tourism and hospitality p.119 |



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| <p>Agenda for Children <u>A Roadmap to Improve Wellbeing for Children in Louisiana</u></p> | <ul style="list-style-type: none"> ● Increase minimum wage, ● Support working families (12 weeks family leave), ● New Orleans' EMPLOY Collaborative: <ul style="list-style-type: none"> ○ Connect youth to employment, ○ Reduce barriers to employment, ○ Foster the soft skills needed for career success, ○ Share data systems |
| <p>United Way <u>United Way Blueprint for Prosperity</u></p> | <ul style="list-style-type: none"> ● Aligning grants with programs to help alleviate poverty and create pathways for prosperity for generations to come; ● Youth Force Nola: provide high school students with the training necessary to prepare them for high-wage, high-demand careers |
| <p>New Orleans Youth Alliance <u>New Orleans Youth Alliance Strategic Plan 2018-2021</u></p> | <ul style="list-style-type: none"> ● Creating a professional development system for youth p.10 |
| <p>New Orleans Public Library <u>New Orleans Public Library 2017-2019</u></p> | <ul style="list-style-type: none"> ● Increase capacity to assist job seekers through resources, workshops, and one-on-one assistance. |

LEARNING

(1) Community Conversations: Age-Specific Insights on Learning

Context: These ideas were sourced from six community conversations, asking: “What does success look like for New Orleans children & youth within these specific developmental stages?” and “How Do We Get to Success for New Orleans Children?”

| <i>What Success Looks Like (As Defined in Community Conversations)</i> | <i>Strategies for Achieving Success (As Identified in Community Conversations)</i> |
|---|--|
| Developmental Stage Birth-5 | |
| <ul style="list-style-type: none"> • <i>Play</i> • <i>Creative problem solving</i> | <ul style="list-style-type: none"> • <i>Really great society-wide sex ed so kids are only born into prepared & willing families</i> • <i>Having different learning resources such as books or learning dvds</i> • <i>Moving to kindergarten</i> • <i>Free & accessible early childhood care that provides quality education</i> • <i>Education resources for new parents</i> • <i>Tech education resources/virtual learning for new parents</i> • <i>More instructional time outside (focus on learning about/using resources from nature)</i> • <i>Intentional curriculum</i> • <i>Community engaged after care center</i> |
| Developmental Stage 6-10 | |
| <ul style="list-style-type: none"> • <i>Regular school attendance</i> • <i>Supplemental educational tools/resources</i> | <ul style="list-style-type: none"> • <i>Have different styles of learning for different kids*</i> • <i>Places to convene together & people to talk to (outside clubs)</i> • <i>Policies in schools to offer different learning styles</i> • <i>Bridging schools & community*</i> |

| | |
|---|---|
| <ul style="list-style-type: none"> • <i>High-quality education</i> | <ul style="list-style-type: none"> • <i>Training & guidance for parents</i> • <i>Playtime with kids & their parents</i> • <i>Bring community groups into schools to connect better/come in contact with the students*</i> • <i>Program that connects people to supportive groups that might be outside of the school*</i> • <i>Diversified classrooms & curriculums, including creative arts into learning</i> • <i>Parental involvement for helping kids learn at home</i> • <i>Adults model social emotional skills, strategies, tools</i> • <i>Field trips</i> • <i>Empower parents to be involved in learning outside the classroom</i> • <i>Exposure opportunities to see the world differently</i> • <i>Being provided with the right tools & resources to get good grades</i> • <i>Up-to-date learning materials: textbooks, technology, etc.</i> • <i>Accurate & inclusive history</i> |
| <p>Developmental Stage 11-14</p> | |
| <p><i>Note: The community conversations did not yield additional definitions of success for this YMP area for this age group.</i></p> | <ul style="list-style-type: none"> • <i>Safe, non-threatening/triggering learning environment</i> • <i>Community schools</i> • <i>Youth-designed curriculum</i> • <i>No more standardized tests</i> • <i>Major exploring before college</i> • <i>Life skills courses for everyone*</i> • <i>Universal access to hot spots</i> • <i>Revamping traditional learning to be more engaging & more practical</i> • <i>Rules that allow IEP to be used for anything- learning, emotional, etc.</i> • <i>College may not be for everyone- should be resources/outlets for what people can do/interested in-more options presented-broad look at what's possible- resources for after post secondary education.</i> |

| Developmental Stage 15-19 | |
|---|--|
| <p><i>Note: The community conversations did not yield additional definitions of success for this YMP area for this age group.</i></p> | <ul style="list-style-type: none"> ● <i>Education holistic point of view (new curriculum)</i> ● <i>LGBT friendly sex education</i> ● <i>Introduce more trades in school</i> ● <i>Intuitive learning</i> ● <i>Reshape the curriculum around best ways to navigate society</i> ● <i>Free wifi & technology for distance learning</i> |
| Developmental Stage 20-24 | |
| <ul style="list-style-type: none"> ● <i>Public access to resources for entrepreneurship</i> ● <i>Educated about adult life skills & responsibilities</i> ● <i>Financially literate</i> | <ul style="list-style-type: none"> ● <i>Partnerships with K-12, City & orgs to build capacity SKA</i> ● <i>Emphasis on going to or getting a trade</i> ● <i>Learn about adult life (taxes, different job experiences)</i> ● <i>Curriculum redesign that ties subjects to life experiences</i> ● <i>Choice to have \$200K invested in each youth to learn</i> ● <i>Hire tutors to support increasing literacy levels (need)</i> ● <i>10 minutes a day to teach a child about history, alphabet, etc. & teach it back to us</i> ● <i>Creative ways to address illiteracy (tutoring, 10 minutes/day activities)</i> |

For a deeper dive into the community insights, see the summary of community conversations here and raw survey data [here](#).

(2) Document Review: Strategic Recommendations

Below is a summary of strategies related to **Learning** that have been pulled from strategic plans and reports of other youth-related organizations in New Orleans.

| Source | Strategies |
|--|--|
| <p>City of New Orleans <u>Forward Together New Orleans Transition Report</u></p> | <ul style="list-style-type: none"> • Increase investment in high-quality early childhood education p.89; • Develop an arts and culture education strategy that includes career development p.114 |
| <p>Children & Youth Planning Board (CYPB) <u>Called to Care</u></p> | <ul style="list-style-type: none"> • Increase protective factors in schools (healing centers, art/music, summer activities, child/family advocacy)p.53; • Alternatives to punishment and the use of restorative/transformational justice practices p.54 |
| <p>Agenda for Children <u>A Roadmap to Improve Wellbeing for Children in Louisiana</u></p> | <ul style="list-style-type: none"> • Expand apprenticeship/GED programs, • Increase funding for college scholarships, • Dedicated funding to the LA Early Childhood Education Fund, • Publicly funding early learning seats, • Afterschool and summer learning, • Expanded access to summer enrichment programs, • Increase teacher pay; • Eliminate racial disparities in school discipline (and reduce the use of suspensions and expulsions overall), |
| <p>Greater New Orleans Foundation (GNOF) <u>New Orleans School Partnership Study</u></p> | <ul style="list-style-type: none"> • Provide educators with EB tools to enhance cultural competency and better understand students of different racial/economic backgrounds, students with disabilities, and students experiencing trauma p. 10; • Recruit more teachers (esp. of color) and make it desirable to stay p. 10 |



| | |
|---|--|
| <p>United Way <u>United Way Blueprint for Prosperity</u></p> | <ul style="list-style-type: none"> • Addresses school readiness, reading at grade level, lower graduation rates, • Policy agenda has focused on early education |
| <p>NOLA Public Schools <u>Nola Public Schools Strategic Plan FY 2018-2021</u></p> | <ul style="list-style-type: none"> • Ensure equity of access to schools, through fair, transparent, and consistent enrollment requirements p. 4; • Partner with schools to improve the cohort graduation rate by sharing early warning data and reducing unnecessary retention p. 5; • Lobby for additional early childhood funding to expand access to high quality programs by working with local early childhood advocates p. 6 |

YOUTH VOICE

(1) Community Conversations: Age-Specific Insights on Youth Voice, Agency, & Identity

These ideas were sourced from six community conversations, asking: “What does success look like for New Orleans children & youth within these specific developmental stages?” and “How Do We Get to Success for New Orleans Children?”

| <i>What Success Looks Like (As Defined in Community Conversations)</i> | <i>Strategies for Achieving Success (As Identified in Community Conversations)</i> |
|---|---|
| <i>Developmental Stage Birth-5</i> | |
| <ul style="list-style-type: none"> • <i>Ability to freely express emotions</i> | <ul style="list-style-type: none"> • <i>Engaging with young people on the world around them</i> • <i>Engaging young people by paying attention to their body language/behaviors</i> |

| Developmental Stage 6-10 | |
|--|---|
| <ul style="list-style-type: none"> ● <i>Positive self-image, capabilities & confidence in talents</i> ● <i>Ability to express needs and be listened to</i> ● <i>Meaningful contribution to family + community</i> ● <i>Community support/ Responsive community</i> | <ul style="list-style-type: none"> ● <i>Bridging schools & community</i> ● <i>Youth groups for upper elementary & middle school students to share their voice as early as possible</i> ● <i>Communities provide opportunities for children to talk about emotions & express opinions, forming arguments & ideas</i> ● <i>Able to talk to someone in a comfortable space without getting judged</i> ● <i>Comfortable space: At home, school & with other youth</i> ● <i>Community + cultural celebrations that lift up young people & celebrate young people</i> ● <i>Teach youth about local government & its roles</i> ● <i>Promote civic engagement</i> |
| Developmental Stage 11-14 | |
| <ul style="list-style-type: none"> ● <i>Agency to make decisions, own voice, own thoughts</i> ● <i>Space for youth voices to be heard by adults</i> | <ul style="list-style-type: none"> ● <i>Student input in school operations, resources to mobilize children for political & civic engagement</i> ● <i>Polls sent to students before decisions being made in schools</i> ● <i>Technology is a cornerstone for youth voice as a medium</i> ● <i>Youth-developed & youth-led talk show</i> ● <i>Anonymous youth comment boxes across New Orleans for young people to give suggestions (or electronic w/local hubs at libraries)</i> ● <i>Youth-led in partnership with adults to move voice into actions</i> |



| Developmental Stage 15-19 | |
|---|--|
| <ul style="list-style-type: none"> ● <i>Confidence to employ self-defense tactics</i> ● <i>Community support while navigating the world</i> ● <i>Comfort navigating & expressing emotions</i> ● <i>Self-determination: Freedom in decision-making</i> ● <i>Uses personal experiences to create definitions for success</i> | <ul style="list-style-type: none"> ● <i>Youth create & curate own content (i.e. podcasts)</i> ● <i>Youth-driven voting block</i> ● <i>Tools & resources available to push their narrative</i> ● <i>Youth staffed social media outlets (not tokenized)</i> |
| Developmental Stage 20-24 | |
| <ul style="list-style-type: none"> ● <i>Self-determination: Self-knowledge</i> ● <i>Accomplishing self-defined dreams</i> ● <i>Talents & abilities affirmed by peers</i> ● <i>Try</i> ● <i>Dream</i> ● <i>Fail</i> ● <i>Chances to succeed</i> | <ul style="list-style-type: none"> ● <i>Reduce brain drain that happens due to few opportunities</i> ● <i>Harness youth voice via digital media</i> ● <i>Increase presence of youth voice at city meetings, boards, policy spaces</i> ● <i>Age-bound city council seat and/or youth board + city council meets 4 times a year</i> ● <i>Automatic voter registration</i> ● <i>Youth power & inclusion in decision making</i> ● <i>Youth & racial equity impact statement for all decisions</i> ● <i>Youth-led community oriented events</i> ● <i>Network building & maintenance to galvanize movements & ideas</i> |

For a deeper dive into the community insights, see the summary of community conversations here and raw survey data [here](#).



(2) Document Review: Strategic Recommendations

Below is a summary of strategies related to **Youth Voice, Agency, & Identity** that have been pulled from strategic plans and reports of other youth-related organizations in New Orleans.

| Source | Strategies |
|--|--|
| <p>New Orleans Health Department New Orleans Community Health Assessment</p> | <ul style="list-style-type: none"> • Suggests intentionally engaging youth and utilizing youth leadership and community members in solutions including groups that are already devoted to racial healing and reconciliation p.50; • Identifies decisions made without youth as a threat p.55 |
| <p>Children & Youth Planning Board (CYPB) Called to Care</p> | <ul style="list-style-type: none"> • Get youth input on what they define as "fun" p.49; • Engage youth throughout this process and link this plan to the Youth Master Plan |
| <p>Greater New Orleans Foundation (GNOF) New Orleans School Partnership Study</p> | <ul style="list-style-type: none"> • Add measures of student experience to the Annual School Quality Profiles p.10 |
| <p>New Orleans Youth Alliance New Orleans Youth Alliance Strategic Plan 2018-2021</p> | <ul style="list-style-type: none"> • Development of a Youth Policy Agenda and Narrative Shift p.9 |
| <p>New Orleans Public Library New Orleans Public Library 2017-2019</p> | <ul style="list-style-type: none"> • Ensure programs offered by teens are guided by best practices and input from teens |
| <p>Louisiana Center for Children's Rights (LCCR) Justice for Every Louisiana Child</p> | <ul style="list-style-type: none"> • Lifting up the voices of system-involved youth, empowering them to communicate their biggest barriers to success and identify solutions. |